***Surreal Self-Portraits***

Name:

**Thumbnails**

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| 0-5 pts. | 10 pts. | 15 pts. | 20 pts. |
| 0 pts.: Student did not turn thumbnails.  5 pts: Student had one thumbnail sketch, or at least two sketches that appeared rushed. | Student had two thumbnail sketches, or three sketches that didn’t have enough surreal elements in them. | Student had three thumbnail sketches, but the surreal concepts were not part of the drawing. | Student had **three or more** thumbnail sketches either exploring all three options or three ideas within one option. |

Studio Habits /20

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| **D/F** **(0-5 pts.)** | **C (10 pts.)** | **B (15 pts.)** | **A (20 pts.)** |
| **D**  Frequently showed up **late to class** **without an excused absence or pass.**  Frequently needed to be **redirected to work** at least **half or three-quarters of the work day.**  Demonstrated an **assertive or confrontational attitude** when asked to stop by teacher or other students.  Created a **messy workspace** that affected other artists. **Used art supplies inappropriately.** Always brought food/drink into class.  **F**  **Spent most or all of the project absent (unexcused)** | Spent **majority** of class **socializing with other students rather than working.**  At least **half to three-quarters of the class period** was spent **inappropriately on the phone** (social media, texting, phone calls), particularly during **demonstrations and class discussions.**  **Did not clean up** personal or communal art supplies.Always brought food/drink into class. | Spent most of the time working, but was **distracted by side conversations.**  There was **some inappropriate phone or chromebook engagement** (social media, texting, phone calls), but the student **respectfully redirected to working when asked to.**  Cleaned up **some** art supplies. Occasionally brought food/drink into class. | Spent **most or all of class time** working on project.  Chromebook was used **appropriately** for **music, artistic research, and/or reference photos.** Phone was put away in cubby the entire time.  Demonstrated **leadership** by helping other artists.  Cleaned up **all** art supplies. Did not bring food/drink into class. |

Date:

Total: /20

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| --- | --- | --- | --- |
| **D/F** **(0-5 pts.)** | **C (10 pts.)** | **B (15 pts.)** | **A (20 pts.)** |
| **D**  Frequently showed up **late to class** **without an excused absence or pass.**  Frequently needed to be **redirected to work** at least **half or three-quarters of the work day.**  Demonstrated an **assertive or confrontational attitude** when asked to stop by teacher or other students.  Created a **messy workspace** that affected other artists. **Used art supplies inappropriately.** Always brought food/drink into class.  **F**  **Spent most or all of the project absent (unexcused)** | Spent **majority** of class **socializing with other students rather than working.**  At least **half to three-quarters of the class period** was spent **inappropriately on the phone** (social media, texting, phone calls), particularly during **demonstrations and class discussions.**  **Did not clean up** personal or communal art supplies.Always brought food/drink into class. | Spent most of the time working, but was **distracted by side conversations.**  There was **some inappropriate phone or chromebook engagement** (social media, texting, phone calls), but the student **respectfully redirected to working when asked to.**  Cleaned up **some** art supplies. Occasionally brought food/drink into class. | Spent **most or all of class time** working on project.  Chromebook was used **appropriately** for **music, artistic research, and/or reference photos.** Phone was put away in cubby the entire time.  Demonstrated **leadership** by helping other artists.  Cleaned up **all** art supplies. Did not bring food/drink into class. |

Date:

**Final Project**

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| --- | --- | --- | --- |
| **D/F (0-69 pts.)** | **C (70-80 pts.)** | **B (80-90 pts.)** | **A (90-100 pts.)** |
| **D**  Student does not have any surreal elements (real or abstract in the project), or the elements demonstrate minimal technical/conceptual effort.  **50% or more** of the student’s project was left unfinished.  Proportion has **anatomical inaccuracies** (such as lopsided or extremely small/ and skinny/large body parts) and/or **there are important body parts that are missing.**  There is **0-1 type of value of gray** for shading.  **F**  Project was **not turned in.** | Student has **one or two surreal elements** (real or abstract) in the project.  **25%** of the student’s project was left unfinished. Portrait has **anatomical inaccuracies** (such as lopsided or extremely small/ and skinny/large body parts) that are not true to life.  Soft-shading has lots of **visible pencil strokes.** Drawing **appears rushed.** Shading only has **two values,** with the **majority of the drawing being white.** | Student has **three surreal elements** (real or abstract) in the project. Execution of the concept was clear with **some suggestions of improvement.**  Student completed the project with **one or two incorrect anatomical proportions.** Soft-shading has **minimal visible pencil scratches.** The drawing **could’ve used more shading for roundness and detailed complexity..** | Student has **more than three surreal elements** (real or abstract) in the project. Execution of the concept was **clear, strong, and emotionally compelling.**  The proportions on the face are anatomically correct.. Soft-shading has a **velvety look with no pencil scratches.** Shading demonstrates **roundness or three-dimensionality** on the face and surreal parts in a **detailed, complex way.**  Student took **creative and technical drawing risks.** |

**Critique**

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| **0 pts.** | **15 pts.** | **30 pts.** |
| Student c**hose not to participate** in any activity.  Student had an unexcused absence on critique day. | Student **did not give feedback or gave negative/hurtful** comments for every artist at table.  Student **did not participate** in group discussion for both student work and lesson feedback. | Student gave **positive and constructive feedback** on the strengths and areas of improvement for every artist at table.  Student **participated** in group discussion for both student work and lesson feedback. |